

**Certificate Assessment Plan:
Certificate and Concentration
in Sustainable Architecture
2012-13**

**Martha Kohen
mkohen@ufl.edu**

*Office of the Provost
University of Florida
Institutional Assessment
Continuous Quality
Enhancement Series*

Table of Contents

A. Rationale.....	3
B. Mission	3
C. Student Learning Outcomes (SLOs).....	3
D. Assessment Timeline for Certificates.....	5
E. Assessment Cycle Chart for Certificates.....	5
F. Methods and Procedures.....	5
G. Assessment Oversight	6
Figure 1: Graduate Assessment Sample Rubric	7

Certificate and Concentration in Sustainable Architecture

College of Design, Construction and Planning

2012-13 Certificate Assessment Plan

A. Rationale

The Concentration and Certificate in Sustainable Architecture is intended for architecture Graduate Students in the M.Arch or MSAS Programs seeking advanced courses on the following range of topics related to sustainable architecture:

- Architectural Design and preventing environment degradation
- Providing healthy architectural environments
- Responsive and responsible building design and construction
- Sustainable architecture and environment theory
- Enhancing the community environment
- Mitigating the environmental effects of construction operations

B. Mission

Enter your mission alignment statement here. See page 4 of the “Certificate Assessment Plan” instructions.

The Concentration and Certificate in Sustainable Architecture promotes knowledge in a wide spectrum of interests and concerns of sustainability. The College of DCP promotes studies of Sustainability at various levels and it is included in the Strategic Plan

C. Student Learning Outcomes (SLOs)

Enter the certificate SLOs here. See page 4 of the “Certificate Assessment Plan” instructions. Guidance for revising SLOs can also be found on the [Institutional Assessment website](#).

1. Research original knowledge from others.
2. Develop integrated strategies to apply sustainability in the built environment

D. Assessment Timeline for Certificates

Program Master of Architecture & Master of Science in Architectural Studies

College of Design Construction and Planning

Courses SLOs	Assessment 1
#1	Thesis/MRP Project Topic Approval by Governing Board
#2	Evaluation and completion of questionnaire by committee and outside reviewers

E. Assessment Cycle Chart for Certificates

Program Master of Architecture & MS Architectural Studies

College of Design Construction Planning

Analysis and Interpretation:

September - April

Improvement Actions:

Completed by August 15

Dissemination:

Completed by September 15

SLOs	Year	12-13	13-14	14-15	15-16
#1		X	X	X	X
#2		X	X	X	X

F. Methods and Procedures

Enter text here. See page 5 of the "Certificate Assessment Plan" instructions

- October 1: (First Year Graduate students)
Submission of Intention to pursue certificate to Governing Board
(Second Year Graduate Students)
Submission of 100 word Thesis/MRP Project Abstract summarizing the philosophical position; character and scope of intended project and the anticipated outcomes and conclusions to Governing Board for review and comments
- Mid-October: Governing Board convenes to review and approve abstracts
- November: Submission of two page Thesis/MRP Project proposal that elaborates on the abstract and addresses specifically how sustainability philosophically or pragmatically will be addressed through the framework and subject matter
- December: Final Review and Approval of Thesis/MRP Project proposal by Governing Board
- March: Thesis/MRP Project defense and evaluation through questionnaire by committee members and outside reviewers.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Martha Kohen	School of Architecture	mkohen@ufl.edu	392-0205 x 232
Martin Gold	School of Architecture	mgold@ufl.edu	392-0205 x 206

Graduate Student Learning Outcomes			
STUDENT	KNOWLEDGE		
1	Ability to acquire, interpret and analyze information as it relates to the design process.		
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	Ability to use critical thinking and specialized knowledge of architectural systems to identify and assess problems.		
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	Ability to develop design responses in a competent and ethical manner.		
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
STUDENT	KNOWLEDGE		
2	Ability to individualize an area of focus and develop a self-directed inquiry.		
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	Ability to work collaboratively toward integrative proposals.		
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	Engage in the advancement of the discipline of Architecture.		
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
STUDENT	KNOWLEDGE		
3	Understand the economic, ethical, and aesthetic aspects of professional practice.		
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
STUDENT	KNOWLEDGE		
4			
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
STUDENT	KNOWLEDGE		
5			
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met
	<input type="radio"/> Well Met	<input type="radio"/> Met	<input type="radio"/> Not Met

NOTES
NOTES
NOTES
NOTES
NOTES